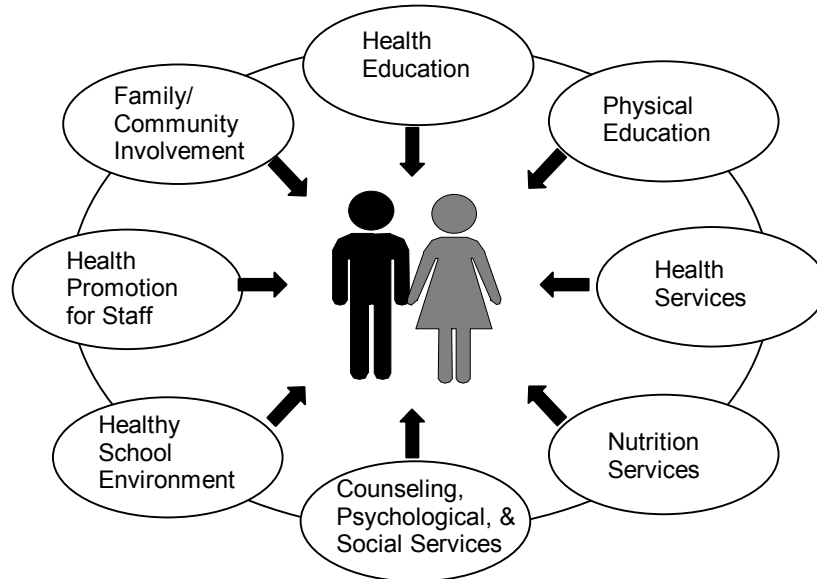


Module 8: Family and Community Involvement

Instructions for Module Coordinator

Habits and practices related to physical activity and healthy eating are influenced by the entire school environment. That's why the *School Health Index* has eight different modules, which correspond to the eight components of a coordinated school health program shown below.



Instructions for completing the module

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 8 team.

Parent(s)
Classroom teacher(s)
School nurse

Community health agency representative(s)
(for example, American Cancer Society or
local health department)

2. Make a photocopy of the module Questionnaire (pages 4-6) for each Module 8 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 7-8).
3. Give each Module 8 team member a copy of the Module 8 Questionnaire. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.

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4. At a Module 8 team meeting:

- Discuss each question on the Module 8 Questionnaire and its scoring choices.
- Decide how to collect any information you need to answer each question accurately.
- After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The *School Health Index* is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
- Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
- Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
- Use the results from the third question in Planning Questions to identify the one, two, or three highest priority actions that you will recommend to the *School Health Index* team for implementation this year.
- Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up *School Health Index* team meeting.

We wish you success in your efforts to improve the health of young people!

Module 8: Family and Community Involvement

Score Card (photocopy before using)

Instructions

1. Carefully read and discuss the Module 8 Questionnaire, which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 8 Planning Questions located at the end of this module (pages 7-8).

		Fully in Place	Partially in Place	Under Develop- ment	Not in place
8.1	Educate families	3	2	1	0
8.2	Student and family involvement in planning meals	3	2	1	0
8.3	Parent and community involvement in programs	3	2	1	0
8.4	Promote community-based programs	3	2	1	0
8.5	Community access to school facilities	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 15) X 100			%

Module 8: Family and Community Involvement

Questionnaire

8.1 Educate families

Does the school give families many opportunities to learn about physical activity and healthy eating through educational materials* sent home and involvement in school-sponsored activities**?

Examples of **educational materials include brochures, newsletter articles, and introductions to curricula, and homework assignments that require family participation.*

***Examples of **school-sponsored activities** include parent/teacher meetings, health fairs, food tasting, international meals, field days, walkathons, and fun runs.*

3 = Yes.

2 = Provides many opportunities to learn about both topics.

1 = Provides few opportunities, **or** provides many opportunities to learn about only one of the two topics.

0 = No opportunities provided.

8.2 Student and family involvement in planning meals

Are students and parents involved* in planning school meals?

Examples of being **involved include giving menu and recipe suggestions, identifying food preferences, and participating in taste-testing activities.*

3 = Yes.

2 = Students or parents are involved, but not both.

1 = Neither are involved, but there are plans to involve one or both groups.

0 = Neither are involved, and there are no plans to involve them.

8.3 Parent and community involvement in programs

Do parents and other community members help plan and implement* school programs for physical activity and healthy eating?

Examples of ways to **help plan and implement include volunteering to help in the classroom, in the cafeteria, or with special events; serving on a curriculum committee; and designing or conducting a needs assessment or program evaluation.*

3 = Yes, they help plan and implement in both areas.

2 = They help plan and implement physical activity or healthy eating programs, but not both.

1 = No, **but** there are plans for involvement of parents and other community members in the future.

0 = No, **and** there are no plans for their involvement in the future.

8.4 Promote community-based programs

Does the school staff inform students and their families about community-based programs for physical activity* and healthy eating** in more than one way?

Examples of **community-based programs for physical activity include youth sports and recreation programs.*

***Examples of **community-based programs for healthy eating** include WIC, food stamps, local food pantries, and cooperative extension.*

3 = Yes, staff members provide information about community-based physical activity **and** healthy eating programs in more than one way.

2 = Staff members provide information either about community-based physical activity **or** healthy eating programs, in more than one way.

1 = Staff members provide information about either community-based physical activity **or** healthy eating programs, but only in one way.

0 = No, staff do not provide information about community-based physical activity or healthy eating programs.

8.5 Community access to school facilities

Do community members have access to indoor and outdoor school facilities* outside school hours** to participate in or conduct health promotion programs***?

Examples of **school facilities include indoor classrooms, gymnasium, and outdoor recreational areas.*

*****Outside school hours** means after school, in the evening, on weekends, and during school vacations.*

****Examples of **health promotion programs** include physical activity/recreation and education on healthy eating.*

3 = Yes.

2 = Yes, but the hours of access are somewhat limited.

1 = Yes, but the hours of access are quite limited, **or** there is access to indoor or outdoor facilities but not both.

0 = Community members do not have access to either indoor or outdoor school facilities.

Module 8: Family and Community Involvement

Planning Questions ***(photocopy before using)***

The Module 8 Planning Questions will help your school use its *School Health Index* results to identify and prioritize changes that will improve policies and programs for promoting physical activity and healthy eating. The answers on this form should guide your module team's presentation to the entire *School Health Index* team.

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the **strengths** and the **weaknesses** of your school's policies and programs related to involving families and the community in promoting physical activity and healthy eating?

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (for example, increase family education about physical activity and healthy eating).

Continued on next page

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Planning Question 3: List each of the actions identified in question 2 above. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the ranking points for each action to get total points. Use the total points to help you choose one, two, or three top-priority actions that you will recommend to the *School Health Index* team for implementation this year.

Importance	How important is the action to my school? 5 = Very important 3 = Moderately important 1 = Not important
Cost	How expensive would it be to plan and implement the action? 5 = Not expensive 3 = Moderately expensive 1 = Very expensive
Time	How much time and effort would it take to implement the action? 5 = Little or no time and effort 3 = Moderate time and effort 1 = Very great time and effort
Commitment	How enthusiastic would the school community be about implementing the action? 5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic
Feasibility	How difficult would it be to attain the action? 5 = Not difficult 3 = Moderately difficult 1 = Very difficult

Module 8 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top-Priority Action?